## Development of Form A for Alaska 2009-10 Alternate Assessment

| Task No | Item No | ExGLE | Item Description | EED Comments on Cousin Item Development | Items to Retain or Remove From 2008-09 Test | Retained Items | Items to Add From Cousin Items | 2010 Form A OI | 2010 Form A FTI |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | Justification for Not Retaining Current Test Item | OI = Operational Item | FTI = Field Test Item | OI - 2010 Item Numbers | FTI - 2010 Item Numbers |
| | | | | All 3/4 ExGLEs assessed | | | | | |
| 1.34 | 1.34A1-8 | [3]1.1-1;[4]2.1-1 | identify signs and symbols | DEVELOP eight more | Items 1, 2, 7, 8 did not function well, all had std>mean and low inter-item correlation, replace all four. Replace with same numbers from cousin items. | OI - 3, 4, 5, 6 | FTI - 1, 2, 7, 8 | OI - 1, 2, 3, 4 | FTI - 5, 6, 7, 8 |
| | 1.34B1-10 | [3/4]1.1-2; 2.1-2 | identify letter sound | DEVELOP 10 more | All items had good inter-item correlation, though items 7, 8, 9 had std>mean. Replace those 3 items, as well as the two easiest items 1, and 6. Use cousin items 1, 6, 7, 8, 9. | OI - 2, 3, 4, 5, 10 | FTI - 1, 6, 7, 8, 9 | OI - 1, 2, 3, 4, 5 | FTI - 6, 7, 8, 9, 10 |
| | 1.34C1-8 | [3/4]1.1-3, 2.1-3 | blend sounds | DEVELOP eight more | All eight items functioned well with good inter item correlation and good means and std. Replace items 1 and 8 (easiest), 5 and 6 (hardest). Use cousin items 1, 5, 6, 8. | OI - 2, 3, 4, 7 | FTI - 1, 5, 6, 8 | OI - 1, 2, 3, 4 | FTI - 5, 6, 7, 8 |
| | 1.34D1-2 | [3/4]1.1-4, 2.1-4 | identify own name | Do not need to develop | Retain | OI - 1, 2 | none | OI - 1, 2 | |
| 2.34 | 2.34A-C | [3/4]1.2, 2.2-1 | identify detail | DEVELOP: Stories needs to be simplified. Stories are choppy with too many nonessential details. Need four questions per story with one story per test. See end of worksheet for example story and questions. Use two stories for grades 3/4. Use different stories for every grade band. | All three of the stories from 2008-09 functioned reasonably well. EED wants to only use 2 stories per grade band, and wants the story length reduced as well as fewer questions. Also, they don't want the same story to be used for multiple grades. But to keep some operational items it may be best to retain one original story and replace two stories with a new one. Retain story 2 (Annie). Do not use stories 1 and 3 in Form A. Replace stories 1 and 3 with Cousin Item story 1, items 1-4. | OI - Items 1-8 story 2 | FTI - Items 1 4 story 1 cousin items | OI - Story 1: Items 1-8 (2.34A) | FTI - Story 2: Items 1-4 (2.34B) |
| | | | | | All 5/6 ExGLEs assessed | | | | |
| 1.56 | 1.56A1-8 | [5/6] 2.1-1 | read words | DEVELOP eight more | Items 6 and 7 had an std>mean, replace, were the two most difficult items. Items 1 and 2 were the two easiest. Replace these four with cousin items 1, 2, 6, 7 | OI - 3, 4, 5, 8 | FTI - 1, 2, 6, 7 | OI - 1, 2, 3, 4 | FTI - 5, 6, 7, 8 |
| | 1.56B1-5 | [5/6] 2.1-2 | read sentences | DEVELOP five more | All items functioned well Replace item 5 (per EED and panel recommendation because of five words in sentence) and item 4. | OI - 1, 2, 3 | FTI - 4, 5 | OI - 1, 2, 3 | FTI - 4, 5 |

| | | | | | | OI - Items 1-12 story 3 | FTI - Items 18 story 2 task 2.56C; and items 1-2 task 2.56D | OI - Story 1: Items 1-12 (2.56A) | FTI - Story 2: Items 1-8 (2.56B) and Items 1-2 (2.56C) |
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| 2.56 | 2.56A-C | | reading passage | DEVELOP:Stories needs to be simplified. Stories are choppy with too many nonessential details. Need questions on directions, beginning,end; main character, setting, details. One story per form. See end of worksheet for example story and questions.<br><br>Use two stories for grades 5/6. | All three of the stories from 2008-09 functioned reasonably well. EED wants to only use 2 stories per grade band, and wants the story length reduced, fewer questions, and added a new task about facts and opinions. Also, they don't want the same story to be used for multiple grades. There is a need though to keep operational items. Retain story 3 (Jimmy). Replace stories 1 and 2 with cousin items story 2 (Jack). | | | | |
| | 2.56A-C1 | [5/6] 2.6-1 | directions | | | | | | |
| | 2.56A-C2 | [5/6] 2.4-1 | beginning, end | | | | | | |
| | 2.56A-C3 | [5/6] 2.4-1 | beginning, end | | | | | | |
| | 2.56A-C4 | [5/6] 2.8-1 | main character | | | | | | |
| | 2.56A-C5 | [5/6] 2.2-1 | details about story | | | | | | |
| | 2.56A-C6 | [5/6] 2.2-1 | details about story | | | | | | |
| | 2.56A-C7 | [5/6] 2.2-1 | details about story | | | | | | |
| | 2.56A-C10 | [5/6] 2.8-2 | setting | | | | | | |
| | 2.56A-C11 | [5/6] 2.2-1; [5/6] 2.8-2 | detail/setting | | | | | | |
| | 2.56A-C12 | [5/6] 2.5-1 | main idea | | | | | | |
| | 2.56A8-9, B8-9, C8-9 | [5/6] 2.9-1 | opinion/fact | DEVELOP as separate task from reading passage. Develop two sentences per form, one a straightforward fact, one an opinion related to the fact. Opinion will not be an emotion felt by a character. Ex.: Tigers are members of the cat family. Tigers are fascinating creatures. | | | see above - use 2.56D items 1-2 | | |

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| 1.78 | 1.78A1-4 | [7/8] 3.1-3 | read words | DEVELOP four more | All four items functioned well with mean>std, and good inter-item correlation. Replace item 1 (easiest item) and item 2 (hardest). | OI - 3, 4 | FTI - 1, 2 | OI - 1, 2 | FTI - 3, 4 |
| | 1.78B1-7 | [7/8] 3.1-2 | obtain information | DEVELOP seven more | There are two distinct sets of student materials for this task, with items 1-4 using one set, and items 5-7 another. Looking at the data items 5 and 7 did not function well. Both had a low mean, and an std>mean. Retain items 1-4, and replace items 5-7 with cousin items. | OI - 1, 2, 3, 4 | FTI - 5, 6, 7 | OI - 1, 2, 3, 4 | FTI - 5, 6, 7 |

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| | | 1.78C.1-4 | [7/8] 3.1-1 | read sentences | DEVELOP four more | All items functioned well. To determine item difficulty each item from reliability data was scaled. Replace item 1 (easiest) and item 2 (most difficult). | OI - 3, 4 | FTI - 1, 2 | OI - 3, 4 | FTI - 2, 1 |
| 2.78 | 2.78A1 B1, C1 | | [7/8] 3.5-1 | directions | DEVELOP following directions can either be a separate task or embedded in reading passage tasks, but should require student following written directions. | or tasks 2.78-12B wants just two stories used. The three stories from the 2008-09 test functioned well. Retain story 1 (Hannah's Homework) and replace stories 2 and 3 with story 1 (Eating Lunch) from the cousin items. | OI - story 1 items 1-12 | FTI - story 1 items 1-8 cousin items | OI - Story 1: Items 1-12 (1.78A) | FTI - Story 2, Items 1-8 (1.78B) |
| | 2.78A-C2 | | [7/8] 3.3-1 | beginning, middle, end | DEVELOP:Stories needs to be simplified. Stories are choppy with too many nonessential details. Need questions on directions, beginning,end; describe character, setting, plot. One story per form. See end of worksheet for example story and questions.  Use two stories for grades 7/8. | | | | | |
| | 2.78A-C3 | | [7/8] 3.3-1 | beginning, middle, end | | | | | | |
| | 2.78A-C4 | | [7/8] 3.3-1 | beginning, middle, end | | | | | | |
| | 2.78A-C5 | | [7/8] 3.4-1 | main idea | | | | | | |
| | 2.78A-C8 | | [7/8] 3.7-1 | describe characters | | | | | | |
| | 2.78A-C9 | | [7/8] 3.7-2 | setting | | | | | | |
| | 2.78A-C10 | | [7/8] 3.7-2 | setting | | | | | | |
| | 2.78A-C11 | | [7/8] 3.7-3 | problem | | | | | | |
| | 2.78A-C12 | | [7/8] 3.7-3 | resolution | | | | | | |
| | 2.78A-C6-7 | | [7/8] 3.8-1 | opinion/fact | | | | | | |

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| | | | [9/10] 4.4-1 | | DEVELOP Need item to assess follow multi-step directions; enough items for two forms | | | | | |
| 1.910 | 1.910A1-8 | | [9/10] 4.1-1 | decode words | DEVELOP eight items | All eight items functioned well with good means, std, and inter-item correlation. For data analysis of items each was scaled to determine item difficulty. Replace items 3 and 8 (easiest) and items 2 and 6 (most difficult). | OI - 1, 4, 5, 7 | FTI - 2, 3, 6, 8 cousin items | OI - 1, 2, 3, 4 | FTI - 5, 6, 7, 8 |
| | 1.910B1-6 | | [9/10] 4.1-1 | identify root word | DEVELOP six items | All items functioned fairly well with good means and std. Retain all items because of the new Task 1.910C being added with 3 items. | OI - 1-6 | none | OI - 1-6 | |

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|---|---|---|---|---|---|---|---|---|---|
| | 1.910C1-3, 1-3 | | | DEVELOP Need item to assess follow multi-step directions; enough items for two forms | EED wants this task developed. Two sets of items were developed for a new Task 1.910C. Use set one items 1-3 for Form A | none | FTI - Set 1 items 1-3 cousin items Task 1.910C | | FTI - 1-3 |
| 2.910 | 2.910A-B1 | [9/10] 4.8-1 | theme | DEVELOP:Stories needs to be simplified. Stories are choppy with too many nonessential details. Need questions on theme; describe character, setting, plot, correct sequence. One reading passage should be a story; one should be an informative piece. | EED wants two stories for task 2.910. Since Story 1 (Hannah's Homework) is already retained for 7/8, replace story 1 with story 1 of the cousin items (Ready for Graduation) Task 1.910A items 1-10 plus Task 1.910B items 1-2. Retain story 2 (Jan and the Party) from 2008-09 items 1-12. | OI - items 1-12 story 2 | FTI - items 1-10 story 1 Task 1.910A and items 1-2 Task 1.910B cousin items | OI - Story 1: Items 1-12 (1.910A) | FTI - Story 2: Items 1-10 (1.910B) and Items 1-2 (1.910C) |
| | 2.910A-B2 | [9/10] 4.6-1 | main character | | | | | | |
| | 2.910A-B3 | [9/10] 4.6-1 | main character | | | | | | |
| | 2.910A-B4 | [9/10] 4.6-2 | setting | | | | | | |
| | 2.910A-B5 | [9/10] 4.6-3 | conflict/problem | | | | | | |
| | 2.910A-B6 | [9/10] 4.6-3 | prediction | | | | | | |
| | 2.910A-B9 | [9/10] 4.6-3 | plot | | | | | | |
| | 2.910A-B10 | [9/10] 4.3-1 | main idea | | | | | | |
| | 2.910A-B11 | [9/10] 4.2-1 | summarize in correct sequence | | | | | | |
| | 2.910A-B12 | [9/10] 4.2-1 | summarize in correct sequence | | | | | | |
| | 2.910A-B7-8 | [9/10] 4.7-2 | opinion/fact | DEVELOP as separate task from reading passage. Develop two sentences per form, one a straightforward fact, one an opinion related to the fact. Opinion will not be an emotion felt by a character. Ex.: Tigers are members of the cat family. Tigers are fascinating creatures. | see above | | | | |

| Task No | Item No | ExGLE | Description | EED Comments | Items to Retain or Remove From 2008-09 Test | Retained Items | Items to Add From Cousin Items | 2010 Form A OI | 2010 Form A FTI |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | Justification for Not Retaining Current Test Item | OI = Operational Item | FTI = Field Test Item | OI - 2010 Item Numbers | FTI - 2010 Item Numbers |
| | Gr. 3/4 Items that need cousin items | | | | | | | | |
| 1.34A | 1.34A1-11 | [3/4] 1.1-1, 2.1-1; [3/4] 1.1-3, 2.1-3 | copy letters | DEVELOP | All items functioned well with good means (average scores per item, std (standard deviation), and inter-item correlation. Remove item numbers 2, 3, 6, 8, 10, as these were the 2 easiest, 2 most difficult, and a middle functioning item. | OI  1, 4, 5, 7, 9, 11 | FTI  Add Cousin Items 2, 3, 6, 8, 10 (letters t,b,M,F,R) | OI - 1, 2, 3, 6, 7, 8 | FTI - 4, 5, 9, 10, 11 |
| 1.34B | 1.34B1-7 | [3/4] 1.1-1, 2.1-1; [3/4] 1.1-3, 2.1-3 | copy words | DEVELOP | All items functioned well with good means, std, and inter-item correlation. Remove item numbers 1 (medium difficulty), 5 (most difficult of the 7 items), and 6 (easiest item). Item difficulty based on scaled scores. | OI - 2, 3, 4, 7 | FTI  Add Cousin Items 1, 5, 6 | OI - 1, 2, 3, 4 | FTI - 5, 6, 7 |
| 1.34C | 1.34C | [3/4] 1.1-2, 2.1-2 | write first and last name | Do Not need to develop | | Retain the item in this task | none | OI - Retained | |
| | | [3/4] 1.2-1, 2.2-1 | matching and sequencing objects, symbols, drawings or pictures to tell a story or provide information | DEVELOP To replace Task 1.34D write words from dictation, develop 2-4 items for this ExGLE: at least a two-sentence story | Task 1.34D from the 2008-09 test is to be replaced with the two items from Task 1.34D of the Cousin Items. | none | FTI  Cousin Items 1 and 2 from Task 1.34D replaces the old task | | FTI - 1, 2 (1.34D) |
| | | | | | | | | | |
| | Gr. 5/6 Items that need cousin items | | | | | | | | |
| 1.56A | 1.56A1-2 | | copy sentences | Not aligned; no need for cousin items of this type | Task 1.56A from the 2008-09 test is to be replaced with the new four items from 1.56A of the Cousin Items. | none | FTI  Cousin Items 1-4 from Task 1.56A replaces the old task | | FTI - 1-4 |
| 1.56B | 1.56B | [5/6] 2.1-2 | write first and last name | Do Not need to develop | | Retain the item in this task | none | OI - Retained | |
| 1.56C | 1.56C1-5 | [5/6] 2.1-1 | write words from dictation | DEVELOP EED will change ExGLE to eliminate phonetic spelling; will change to spell simple sight words | All items in this task functioned well, though item 5 was the most difficult with a std almost equal to the mean. Remove items 2 (easiest item) and item 5 (most difficult item). | OI - 1, 3, 4 | FTI   Cousin Items 2 and 5 (sun, joke) | OI - 1, 2, 3 | FTI - 4, 5 |

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| | | | | | | | | | FTI - 1, 2, 3 |
| 1.56D | 1.56D1-3 | [5/6] 2.2-1; [5/6] 2.3-1 | write a sentence | DEVELOP ExGLE includes pictures and/or symbols; scoring protocol needs to take into account use of graphic product as specified in ExGLE | Task 1.56D1-3 is to be replaced with the cousin items developed. | none | FTI Cousin Items 1-3 from Task 1.56D replaces the old task | | |
| | | [5/6] 2.3-1 | conventions of writing | DEVELOP To replace Task 1.56A Copy sentence, develop items similar to 1.78B with only one correction per sentence, either capitalization of first word or period at end of sentence. Need four sentences. | This was addressed in 1.56A above. | | | | |
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| | Gr. 7/8 Items that need cousin items | | | | | | | | |
| | | [7/8] 3.4-1 | | DEVELOP items to assess ExGLE [7/8] 3.4-1 revision | This new task becomes 1.78E for Form A and will use the four cousin items developed for task 1.78E | none | FTI Cousin Items from Task 1.78E 1-4 | | FTI 1-4 (1.78E) |
| 1.78A | 1.78A1-3 | [7/8] 3.1-1 | write a sentence from dictation | DEVELOP | All three items functioned well with similar means and std. Remove item 3. | OI - 1, 2 | FTI Cousin Item 3 from task 1.78A | OI - 1, 2 | FTI - 3 |
| 1.78B | 1.78B1-3 | [7/8] 3.3-1 | conventions of writing | DEVELOP Task is labeled revise sentences; change title of task to "Conventions of Standard English." Too many corrections in a single sentence. Limit to one or two corrections per sentence. | Replace these three items (first 3 items of 2008-09 Task 1.78B) with the three items from the cousin items Task 1.78B. | none for Task 1.78B, but items 4-7 will be retained for Task 1.78C | FTI Cousin Items from Task 1.78B (3 items) replace this task | | FTI - 1, 2, 3 |
| | 1.78B4-7 | [7/8] 3.2-1 | rearrange words to create a sentence | DEVELOP 1.78B4-7 Rename as separate task "Communicate Ideas Using Words"       DEVELOP three more sentence since 1.910A5-7 can be used as cousin items for this task grades 7/8 | Retain the items 4-7 from the 2008-09 test of Task 1.78B, which will become items 1-4 of Task 1.78C for 2009-10, and add Cousin Items 5, 6, 7 from Cousin items Task 1.78C | OI - 4, 5, 6, 7 from Task 1.78B above | FTI Cousin Items 5, 6, 7 from Task 1.78C | OI - 1, 2, 3, 4 (1.78C) | FTI - 5, 6, 7 (1.78C) |

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|---|---|---|---|---|---|---|---|---|---|
| 1.78C | 1.78C1-2 | [7/8] 3.1-1; [7/8] 3.2-1 | write a sentence | DEVELOP | This task now becomes Task 1.78D Write A Sentence in the Form A. Of the two items from the 2008-09 test, item 2 did not function as well, having an std almost equal to the mean. Remove item 2, retain item 1. | OI - item 1 | FTI  Cousin Item 2 from Task 1.78D | OI - 1 (1.78D) | FTI - 2 (1.78D) |
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| | Gr. 9/10 Items that need cousin items | | | | | | | | |
| 1.910A | 1.910A1-4 | [9/10] 4.3-1 | identifying and/or correcting errors | DEVELOP Task is labeled revise sentences; change title of task to "Conventions of Standard English." Too many corrections in a single sentence. Limit to one or two corrections per sentence. Need seven sentences developed | All 7 items from the 2008-09 test will be replaced with the 7 cousin items developed for Task 1.910A | none | FTI  Cousin Items 1-7 from Task 1.910A will replace this task | | FTI - 1-7 |
| | 1.910A5-7 | | | Not aligned; no need for cousin items of this type | | none | none | Retained | |
| 1.910B | 1.910B | [9/10]4.1-1; [9/10] 4.2-1 | write a story | DEVELOP one topic | Retain this item | OI  1 | none | OI - 1 | |
| | | | | | | | | | |
| 1.910 C | 1.910C1-6 | [9/10] 4.4-1 | word choice | DEVELOP six sentences. Change "milk and oats" to "water and oats" and change sentence to "into the pot." Add title to Student Materials page 18 "Bill Makes Oatmeal" | Retain these items, but make the wording changes suggested in the cell to the left, along with adding the title to the student materials. | OI  1-6 | none | OI - 1-6 | FTI - 7-9 |
| | 1.910C7-9 | [9/10] 4.4-4 | correct order | DEVELOP accompanies sentences for word choice above | The wording changes from above should be applied to these items as well. | OI  7-9 | none | | |

| Task No | Item No | ExGLE | EED Comments--Dec 2007 | Items to Retain or Remove From 2008-09 Test | Retained Items | Items to Add From Cousin Items | 2010 Form A OI | 2010 Form A FTI |
|---|---|---|---|---|---|---|---|---|
| | | | | Justification for Not Retaining Current Test Item | OI = Operational Item | FTI = Field Test Item | OI - 2010 Item Numbers | FTI - 2010 Item Numbers |
| | | | The 3/4 math test has 23 items (12 numeration items, 11 Geometry). Geometry includes 8 items that are double coded to F&R also) | | | | | |
| 1.34 | 1.34A1-8 | [3/4] N-2 | Include these existing items from SP 2008 in item review format | All eight items functioned very well, with good means, std, and inter-item correlation. Replace items 2 and 6 (easiest) and items 3 and 5 (most difficult) based on the 2008-09 reliability data. Combined 2007-08 data indicated that items 1 and 2 were most difficult and 8 and 5 easiest. Because there are students participating in the tests who take a minimum number of items (3x3 rule) and then proceed to the ELOS test, items 1, 2, 3 may appear to be the most difficult, but when the reliability tables are analyzed, in which each item has the same number of participants, which reduces the number of particpants to those who took all 8 items, then items 2 and 6 are the easiest, 3 and 5 the most difficult. | OI - 1, 4, 7, 8 | FTI - 2, 3, 5, 6 | OI - 1, 2, 3, 4 | FTI - 5, 6, 7, 8 |
| 1.34 | 1.34B1-3 | [3/4] N-3 | Develop items that use pictures to show first and last as well as number lines | This task is to be renamed First and Last. Retain items 1, 2, 3. Add new cousin items 4, 5, 6 (animals, objects). Note that there is a mistake on the cousin items scoring protocol for item 6, which is labeled as 5. | OI - 1, 2, 3 | FTI - 4, 5, 6 | OI - 1, 2, 3 | FTI - 4, 5, 6 |
| 1.34 | 1.34C1 | [3/4] N-1 | Include these existing items from SP 2008 in item review format | Retain this item. | OI - 1 | none | OI - 1 | |
| 2.34 | 2.34.1-8 | Double code items 3/4 F&R-2 &3/4 G-2 | For [3/4] F&R-2 do not need to always use shapes to identify attributes as same or different; use pictures | beyond the simple shapes (circles, squares, etc.). All eight of these items functioned very well, with good means, std, Cronbach's Alpha, and inter-item correlation. There was not a great deal of variation among the means of the items. Therefore, retain items 1-4 and replace items 5-8 with cousin items 5-8, which the student materials contain graphics other than simple | OI - 1, 2, 3, 4 | FTI - 5, 6, 7, 8 | OI - 1, 2, 3, 4 | FTI - 5, 6, 7, 8 |
| 3.34 | 3.34.1-3 | [3/4] G-1 and G-2 | Include these existing items from SP 2008 in item review format | No new cousin items were developed for this task per EED request. All three items functioned very well with good means, std, Cronbach's Alpha, and inter-item correlation. Retain items 1-3. | OI - 1, 2, 3 | none | OI - 1, 2, 3 | |
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| | | | | | | | | |
| | | | The 5/6 math test has 52 items. (Numeration=10 items, E&C=7, F&R=7, S&P=10, MEA=6, and G=12) | | | | | |
| | | | | | | | | |
| 1.56 | 1.56A1-5 | [5/6] N-2 | Develop items 1-5 using different numbers from 2008 | All items functioned well with good means, std, and inter-item correlation. Retain items 1, 4, 5. Replace items 2 and 3, to bring in a different number to ID and write, and also write a number that does not require curved lines in its formation. | OI - 1, 4, 5 | FTI - 2, 3 | OI - 1, 2, 3 | FTI - 4, 5 |
| 1.56 | 1.56B1-3 | [5/6] N-3 | Develop items that use pictures to show first and last as well as number lines | EED requested an additional three items be developed for this task. Retain the existing items 1, 2, 3. Add cousin items 4, 5, 6. | OI - 1, 2, 3 | FTI - 4, 5, 6 | OI - 1, 2, 3 | FTI - 4, 5, 6 |
| 1.56 | 1.56C1 | [5/6] N-4 | Develop items 1-3 using different pictures | Replace this one item for the task with the cousin item developed as the cousin item graphics more closely match the task name and ExGLE. | none | FTI - 1 | | FTI - 1 |

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|---|---|---|---|---|---|---|---|---|
| 1.56 | 1.56D1 | [5/6] N-1 | Include these existing items from SP 2008 in item review format | No changes to these items per EED request. | OI - 1 | none | OI - 1 | |
| 2.56 | 2.56.1-7 | [5/6] E&C-2 | Develop seven new items | All items functioned well with good means, std, and inter-item correlation. Replace item 1 (easiest), 6 (middle), and 7 (most difficult). | OI - 2, 3, 4, 5 | FTI - 1, 6, 7 | OI - 1, 2, 3, 4 | FTI - 5, 6, 7 |
| 3.56 | 3.56.1-7 | [5/6] F&R-1 | Develop seven new items | All items functioned well with good means, std, and inter-item correlation. Replace item 3 (easiest), 5 (middle), and 7 (most difficult), based on 2008-09 data of the same (N) for all items in task. | OI - 1, 2, 4, 6 | FTI - 3, 5, 7 | OI - 1, 2, 4, 6 | FTI - 3, 5, 7 |
| 4.56 | 4.56.1-10 | [5/6] S&P-2 | Develop items 1-10 w/ new chart and problems | There was good functionality with the means and std of these 10 items. Inter-item correlation was good overall. This is a difficult decision as to replace any one item requires all 10 items to be replaced. Also, there is feedback from DRA to eliminate items 3, 4, 5, 6, which would bring it down to a **6** item task, which is different from the development spreadsheet which states it going down from a **14** item task to a **10** item task. By eliminating the 4 items, it does bring it down to 10 points for the task. There last four tasks are all retained per EED request, which total 22 points, with task 5.56A being replaced with cousin items for a total of 5 points. That still leaves 17 points being retained on the test, with the other tasks fairly well balanced between operational and field test items. Based on this information, replace this task with the cousin item Task 4.56. | none | FTI - Cousin Item Task 4.56 items 1-6? | | FTI - 1-6 |
| 5.56 | 5.56A1-2 | [5/6] MEA-1 | Develop sets of items to measure same, bigger/smaller and more | Replace items 1 and 2 with the three items, 1, 2, 3 from the cousin items, per EED request to change the graphics and item approach to the ExGLE. | none | FTI - 1, 2, 3 | | FTI - 1, 2, 3 |
| 5.56 | 5.56B1-4 | [5/6] MEA-2 | Include these existing items from SP 2008 in item review format | No changes to these items per EED request. | OI - 1-4 | none | OI - 1-4 | |
| 6.56 | 6.56A1-8 | [5/6] G-1 | Include these 8 existing items from SP 2008 in item review format | No changes to these items per EED request. But note that student materials in cousin items has just the 6 shapes needed for Task 6.56A. | OI - 1-8 | none | OI - 1-8 | |
| 6.56 | 6.56.B1-3 | [5/6] G-2 | Include these 3 existing items from SP 2008 in item review format | No changes to these items per EED request. | OI - 1, 2, 3 | none | OI - 1, 2, 3 | |
| 6.56 | 6.56C1 | [5/6] G-3 | Include this 1 existing item from SP 2008 in item review format | No changes to these items per EED request. | OI - 1 | none | OI - 1 | |
| | | | There are 60 math items for grades 7/8 (N=11, E&C=7, F&R=9, S&P=10, MEA=12, G=11) | | | | | |
| | | [7/8] N-3 | Need to develop two sets of items for ExGLE N-3 identifying place values of ones and 10s; no existing items in 2008 test | | | | | |

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|---|---|---|---|---|---|---|---|---|---|
| 1.78 | 1.78A1-2 | [7/8] N-2 | Develop 2 more items | | Both items functioned well. Retain this task as the next task is being added to the grade band. | OI - 1, 2 | none | OI - 1, 2 | FTI - 3, 4 |
| | | [7/8] N-3 | Need to develop two sets of items for ExGLE N-3 identifying place values of ones and 10s; no existing items in 2008 test | This task of 2 items is added per EED request, which is Task 1.78B of the Cousin Items. | | none | FTI - Items 1, 2 of cousin items Task 1.78B | | |
| 1.78 | 1.78B1-2 | [7/8] N-5 | Develop 2 more items using circles | | Replace this item as the student materials graphics are better than those used in the 2008-09 test. | none | FTI - 1, 2, cousin items Task 1.78C | | FTI - 1, 2 |
| 1.78 | 1.78C1-5 | [7/8] N-4 | Develop two sets of items with one using different segment of number line and one using pictures | | Retain items 1, 2, 3, as EED requested that two items be replaced using pictures instead of number lines. Replace items 4 and 5. All items will become Task 1.78D. | OI - 1, 2, 3 | FTI - items 4, 5 cousin items Task 1.78D | OI - 1, 2, 3 | FTI - 4, 5 |
| 1.78 | 1.78D | [7/8] N-7 | Develop item to skip count by 10s starting with number 10 | | Replace this item with cousin item Task 1.78E as it balances out the point distribution of operational to field test items. The cousin item also reflects panel committee's request for changes to task directions. | none | FTI - item 1 of cousin item Task 1.78E | | FTI - 1 |
| 1.78 | 1.78E | [7/8] N-1 | Include this 1 existing item from SP 2008 in item review format | | No changes to these items per EED request. | OI - 1 | none | OI - 1 | |
| | | | | | | | | | |
| 2.78 | 2.78.1-7 | [7/8] E&C-2 | Develop 7 new items | | All items functioned reasonably well with good means, std, and inter-item correlation. Feedback from panel committees seems to recommend more double digit items and more subtraction. Replace items 3, 4, and 5. | OI - 1, 2, 6, 7 | FTI - items 3, 4, 5 of cousin items Task 2.78 | OI - 1, 2, 6, 7 | FTI - 3, 4, 5 |
| | | | | | | | | | |
| 3.78 | 3.78A1-3 | [7/8] F&R-1 | Develop 3 new items | | Panel committees recommended a slight change to the directions read to students. Items 1 and 2 functioned well, but item 3 functioned poorly with a std>mean and low inter-item correlation. Replace all 3 items with cousin item Task 3.78A. | none | FTI - items 1, 2, 3 from cousin items Task 3.78A | | FTI - 1, 2, 3 |
| 3.78 | 3.78B1-4 | [7/8] F&R-2 | Develop 4 new items | | All four items functioned very well with very close means, std, and inter-item correlation. Retain all items as either all must be replaced or all retained. | OI - 1, 2, 3, 4 | none | OI - 1, 2, 3, 4 | |
| 3.78 | 3.78C1-2 | [7/8] F&R-3 | Develop 2 new items | | These two items did not function very well, with std about the same as the mean in each one. Also, the student materials are unclear as to whether the assessor presents all three equations, or two equations. Replace these two items with items 1 and 2 from cousin items 3.78C. | none | FTI - items 1, 2 from cousin items Task 3.78C | | FTI - 1, 2 |
| | | | | | | | | | |
| 4.78 | 4.78.1-6 | [7/8] S&P-1 | Develop items 1-10 w/ new chart and problems; include concept of most in an item | | This task has ten items and is worth 14 points. It is also a task that either must all be retained or all items replaced because of the type of task it is. The analysis of this task was performed last because of this. Considering all tasks in this grade band, and excluding this task the balance of points for operational items is 46, and the field test items is 33. To try to attain a 1:1 ratio of operational to field test items, replace this task with Task 4.78 of the cousin items. Another benefit of replacing this task is that it uses many of the same student material graphics as the existing 5/6 grade Read Simple Graphs task. | none | FTI - items 1-10 from cousin items Task 4.78 | | FTI - 1-10 |
| 4.78 | 4.78.7-10 | [7/8] S&P-2 | See above | | | | | | |

| | | | | | OI | FTI | OI | FTI |
|---|---|---|---|---|---|---|---|---|
| 5.78 | 5.78A1-6 | [5/6] MEA-1 | Develop 3 calendar items (e.g., how many days until … or how many days in the week) and include these 6 existing items from SP 2008 in item review format | Add three new items to this task, which will now contain nine items. New items added are cousin items Task 5.78A 1, 2, 3 (calendar items). Replace existing items 1, 2, 3 with cousin items Task 5.78A 4, 5, 6 as panel recommended reducing number student material's line choices from 7 down to 5. Retain existing items 4, 5, 6, but they will become items 7, 8, 9 of Form A. | OI - items 4, 5 ,6 (but they become items 7, 8, 9 of Form A test | FTI - items 1-6 of cousin items Task 5.78A | OI - 7, 8, 9 | FTI - 1-6 |
| 5.78 | 5.78B1-2 | [7/8] MEA-2 | Develop 2 new items | Both items functioned well. Retain both items. | OI - 1, 2 | none | OI - 1, 2 | |
| 5.78 | 5.78C 1-4 | [7/8] MEA-3 | Include these 4 existing items from SP 2008 in item review format | No changes to these items per EED request. | OI - 1-4 | none | OI - 1-4 | |
| 6.78 | 6.78A1-6 | [7/8] G-1 | Include these 6 existing items from SP 2008 in item review format | No changes to these items 1-6 per EED request for Task 6.78A. | OI - 1-6 | none | OI - 1-6 | FTI - 7, 8 |
| 6.78 | 6.78A7 | [7/8] G-5 | Develop 2 news items, one that is over and under and one that is beside | Replace item 7 from Task 6.78A with items 7 and 8 cousin items Task 6.78A. | none | FTI - items 7, 8 cousin items Task 6.78A | | |
| 6.78 | 6.78.B1-3 | [7/8] G-2 | Include these 3 existing items from SP 2008 in item review format | No changes to these items per EED request. | OI - 1-3 | none | OI - 1-3 | |
| 6.78 | 6.78C1 | [7/8] G-4 | Include this 1 existing item from SP 2008 in item review format | No changes to these items per EED request. | OI - 1 | none | | |
| | | | There are 59 math items for 9/10 (N=10, E&C=9, F&R=10, S&P=10, MEA=9, G=11) | | | | | |
| | | [9/10] G-2 | Need to develop 3 items for ExGLE G-2 showing shapes as larger than, smaller than, same size as; no existing items in the 2008 test | | | | | |
| 1.910 | 1.910A1-5 | [9/10] N-1 | Develop 5 new items | All five items functioned well with good means, std, and inter-item correlation. Replace items 2 (most difficult) and item 4 (easiest) | OI - 1, 3, 5 | FTI - 2, 4 | OI - 1, 2, 3 | FTI - 4, 5 |
| 1.910 | 1.910B1-4 | [9/10] N-3 | Develop 4 more items using circles | Because of how the item student materials are presented to the student, either all items or none of the items must be replaced or retained. The student materials graphics are not consistent, and two of the items had a std>mean. Replace all items with cousin items Task 1.910B | none | FTI - 1-4 cousin items task 1.910B | | FTI - 1-4 |
| 1.910 | 1.910C1 | [9/10] N-2 | Develop 1 more item with two-digit numbers | This item functioned well with a good mean and std. Again, because of how the student materials are structured this task must be retained or replaced. To balance out the ratio of operational to field test items, retain this task. | OI - 1 | none | OI - 1 | |
| 2.910 | 2.910A1-3 | [9/10] E&C-1 | Develop 3 new items | These three items did not function well, have a std>means and low inter-item correlation. The panels reviewing items rated the three items in this task as hard. The cousin items developed are very similar to the operational items. The difficulty of the items is just due to the fact that rounding numbers is a difficult task for this student population. Retain all three items, in part because of how the student materials are structured. | OI - 1, 2, 3 | none | OI - 1, 2, 3 | |
| 2.910 | 2.910B1-4 | [9/10] E&C-2 | Develop 4 new items | Item 3 did not function well with a std>mean. Other three items functioned fairly well in mean, std, and inter-item correlation. Replace item 3 (most difficult) and item 2 easiest. | OI - 1, 4 | FTI - 2, 3 cousin items task 2.910B | OI - 1, 2, 5 | FTI - 3, 4, 6 |
| 2.910 | 2.910B5-6 | [9/10] E&C-3 | Develop 2 new items | Item 5 of this task did not function well with a std>mean. Item 6 functioned well. Replace item 5. | OI - 6 | FTI - 5 cousin item task 2.910B | | |

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|---|---|---|---|---|---|---|---|---|
| 3.910 | 3.910A1-2 | [9/10] F&R-1 | Develop 2 new items | All six items in this task functioned well with good means, std, and inter-item correlation. Replace items 2 (easiest), 4 (middle), and 5 (most difficult). | OI - 1, 3, 6 | FTI - 2, 4, 5 (changed to FTI 3) | OI - 1, 2, 3 | FTI - 4, 5, 6 |
| 3.910 | 3.910A3-5 | [9/10] F&R-2 | Develop 3 new items | | | | | |
| 3.910 | 3.910A6 | [9/10] F&R-1 | Develop 1 new item | | | | | |
| 3.910 | 3.910B1-4 | [9/10] F&R-3 | Develop 4 new items | Items 3 and 4 did not function well on this task, with std>mean, and low inter-item correlation. This is probably due to the item difficulty as it is requiring students to use greater than or less than math symbols. Because of how the student materials are structured in the 2008-09 test with items being shared with the 7/8 grade band, replace items 1-4 with the cousin items task 3.910B | none | FTI - items 1-4 cousin items task 3.910B | | FTI - 1-4 |
| 4.910 | 4.910.1-6 | [9/10] S&P-1 | Develop items 1-10 w/ new chart and problems (different from previous grades); should have a problem for which students need to be able to read a graph to solve it | Of these ten items, nine functioned well with good means and std, though inter-item correlation was fair to good. Item 10 did not function well as the mean was low and std>mean and poor inter-item correlation. Item 10 is a difficult item asking students to complete a multiple step process to complete the item. It also address the ExGLE well. Because of how the student materials are structured with this task, all items must be retained or replaced. Also to keep the ratio of operational items to field test items in a balanced 1:1 ratio, retain all ten items. | OI - 1-10 | none | OI - 1-10 | |
| 4.910 | 4.910.7-10 | [9/10] S&P-2 | See above | | | | | |
| 5.910 | 5.910A1-6 | [9/10] MEA-1 | Develop 3 temperature items (e.g., show temperature on thermometer and match to appropriate clothing or weather conditions ) and include these 6 existing items from SP 2008 in item review format | This task will now consist of nine items, as EED requests that three additional items be added about temperature. Add cousin items 1, 2, 3 from task 5.910A. The existing six items from the 2008-09 test functioned well with good means, std. Inter-item correlation was not in the good rating, with several correlations at the .200 level or below. Feedback from standard setting and review panels made suggestions for changes to these six items. In items 1-3 they wanted the student materials to change from 7 line choices to 5 line choices, and also to differ from the 7/8 grade band items. They also wanted the student materials different from the 7/8 grade band items for items 4-6. The student materials for these three items is of an old style. Therefore, replace all six existing items with items 4-9 of cousin items task 5.910A. | none | FTI - items 1-9 cousin items task 5.910A | | FTI - 1-9 |
| 5.910 | 5.910.B1-3 | [9/10] MEA2 | Develop 3 new items | All items functioned well with good means, std, and inter-item correlation. Because of the number of field test items being introduced, retain all items in this task. | OI - 1, 2, 3 | none | OI - 1, 2, 3 | |
| 6.910 | 6.910A1-8 | [9/10] G-1 | Develop 8 new items | Seven of the eight items functioned well, with good means, std, and inter-item correlation. Item 5 did not function well with a low mean, std>mean, and low inter-item correlation. Feedback from panels suggested that the right triangle not be used as an item in this task. Because of how student materials are structured for the task, either all items must be retained, or all items replaced. Replace all items with items 1-8 of cousin items 6.910A. | none | FTI - items 1-8 cousin items 6.910A | | FTI - 1-8, 9, 10, 11 |
| | | [9/10] G-2 | Need to develop 3 items for ExGLE G-2 showing shapes as larger than, smaller than, same size as; no existing items in the 2008 test | These three items are added per EED request and will become Task 6.910B on Form A. | none | FTI - items 1, 2, 3 cousin items 6.910B | | |

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|---|---|---|---|---|---|---|---|---|
| 6.910 | 6.910B1-2 | [9/10] G-4 | Develop 2 new items | These two items functioned well with good means, std, and inter-item correlation. Retain both items. But, for Form A of this task, Lines of Symmetry, the panels felt that the scoring protocol needs to be fixed so that it is clear there are two items in this task. Break out the questions into item 1 and item 2. | OI - 1, 2 | none | OI - 1, 2 | |
| 6.910 | 6.910C1 | [9/10] G-5 | Develop 1 new items requiring the use of a ruler (include ruler in student materials) | This item did not function well with a very low mean, and the std>mean. Panel comments suggested that the existing item does not address the ExGLE fully. Replace this item with cousin item from Task 6.910D. | none | FTI - item 1 cousin item 6.910D | | FTI - 1 |

| Task No | Item No | ExGLE | Alaska Content Standard | Item Content 2008-09 Test | General Notes: All pictures should have labels and test administration directions should state that teachers need to read labels | Old items will not change, but we are including comments from standard setting to guide the development of cousin items. | Items to Retain or Remove From 2008 09 Test | Items to Add From Cousin Items | 2010 Item Number |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | Justification for Not Retaining Current Test Item | OI = Operational Item FTI = Field Test Item | |
| | | No SB1.1 | | Identifying how matter can be composed of different substances (e.g., cement is made up of gravel and water) | | Develop two sets of items | | Task 1.10 now will have 8 items; add **FTI cousin items 1.101 and 1.102** | FTI - 7, 8 |
| 1.10 | 1 | [9/10] SB2.1 | B1- Concepts of Physical Science | Here is a picture of a watch. Point to the picture that shows how the watch gets energy to operate. | | | Retain | OI - but see above cell for adding 2 additional items to task to make 8 items total rather than 6 | OI - 1 |
| 1.10 | 2 | [9/10] SB2.1 | B1- Concepts of Physical Science | Here is a picture of a table lamp. Point to the picture that shows how the lamp gets energy to turn on. | | | Retain | OI | OI - 2 |
| 1.10 | 3 | [9/10] SB3.1 | B1- Concepts of Physical Science | Look at these pictures in front of you. What in these pictures is a solid? | | Need consistent style from item-to-item. Other items say "here is a picture of" not "look at these pictures." Develop two new sets of items because existing item is poorly written and pictures are confusing because there are many solids (glass, spoon, sand) | Poorly written question; old style graphics; poor inter-item correlation | FTI Add cousin item 1.105 | FTI - 3 |
| 1.10 | 4 | [9/10] SB3.1 | B1- Concepts of Physical Science | Here are pictures of ice cubes, a glass of water, and boiling water. Which picture shows when water will turn into steam? | | | Retain | OI | OI - 4 |
| 1.10 | 5 | [9/10] SB4.1 | B1- Concepts of Physical Science | Alice throws a rubber ball. What will happen when the ball hits the wall? | | | Retain | OI | OI - 5 |
| 1.10 | 6 | [9/10] SB4.1 | B1- Concepts of Physical Science | Here is a picture of two boys standing on two sides of a table pushing it. Which direction will the table go when these boys push it with equal force? | | | std>mean; very poor inter-item correlation | FTI Add cousin item 1.108 | FTI - 6 |
| 2.10 | 1 | [9/10] SC1.1 | C1- Concepts of Life Science | Here is a picture of two adult dogs. Which puppy inherited the spots? | Need to add to errata. SM 08 are incorrect. Question does not match SP. | | Retain | OI | OI - 1 |

Develop cousin items for all items. For those ExGLEs that had no items and ExGLEs that were bad matches develop two sets.

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| 2.10 | 2 | [9/10] SC1.1 | C1-Concepts of Life Science | These pictures show a pony, a strong horse, and a racehorse. If a farmer wants to raise fast horses, which one would he choose to be a parent of his next foal/baby horse? | | Retain | OI | OI - 2 |
| 2.10 | 3 | [9/10] SC2.1 | C1-Concepts of Life Science | Here is a picture of a mouse with thick fur, a mouse with less fur, and a mouse with a normal amount of fur. Mice need fur to stay warm. What could happen to the fur of the mouse over time if the climate got colder? | Question should be what will happen to the mouse population and pictures could be better. | std>mean; low inter-item correlation | FTI   Add cousin item 2.103 | FTI - 3 |
| 2.10 | 4 | [9/10] SC2.1 | C1-Concepts of Life Science | Here are pictures of a mouse, a duck, and a wolf. Which of these animals is dangerous to sheep? | Existing item not a good match to the ExGLE. New item could be why seals have a layer of blubber. Develop two sets of items | Question not a good match to EXGLE | FTI   Add cousin item 2.104 | FTI - 4 |
| 2.10 | 5 | [9/10] SC2.1 | C1-Concepts of Life Science | Here are pictures of a mouse, a duck, and a wolf. Which animal has feet specially adapted for swimming? | | Retain | OI | OI - 5 |
| 2.10 | 6 | [9/10] SC3.1 | C1-Concepts of Life Science | Foxes eat mice and mice eat seeds. Here are pictures of foxes. There are three foxes. What might happen to the number of foxes if there are not enough seeds for the mice to eat? | Not a good match to the ExGLE. Develop two sets of items. | high std | FTI   Add cousin item 2.106 | |
| | | No SD1.1 | | Identifying that smaller rocks come from the weathering and breaking up of bigger rocks | Develop two sets of items | | Task 3.10 now will have 8 items; **add FTI   cousin items 3.101 and 3.102** | FTI - 7, 8 |
| 3.10 | 1 | [9/10] SD1.2 | D1-Concepts of Earth Science | Look at these pictures in front of you. What in these pictures is a liquid? | Need item consistency. Style "Here are pictures . . . " Pictures are too busy with too many details. | Feedback from standard setting panel; old style graphics | FTI   Add cousin item 3.103 | FTI - 1 |

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| 3.10 | 2 | [9/10] SD1.2 | D1-Concepts of Earth Science | Water can evaporate (changes from liquid to gas) faster under certain conditions. Here are pictures of a sunny day, a rainy day, and a snowy day. Which picture shows when water would evaporate from this plant fastest? | | Retain | OI | OI - 2 |
| 3.10 | 3 | [9/10] SD2.1 | D1-Concepts of Earth Science | Look at these pictures in front of you. In which picture is the water most likely to move the rocks? | Need item consistency. Style "Here are pictures . . . " | Retain | OI | OI - 3 |
| 3.10 | 4 | [9/10] SD3.1 | D1-Concepts of Earth Science | Here are several pictures of books. On the moon, where there is little gravity, what will happen when you drop a book? | | Retain | OI | OI - 4 |
| 3.10 | 5 | [9/10] SD3.1 | D1-Concepts of Earth Science | Which picture shows the direction of the force of gravity? | Need item consistency. Style "Here are pictures . . . " | Feedback from standard setting panel; low inter-item correlation | FTI    Add cousin item 3.107 | FTI - 5 |
| 3.10 | 6 | [9/10] SD3.1 | D1-Concepts of Earth Science | Here are pictures of an apple being dropped on the earth and on the moon. What would happen if an apple was dropped from the same distance both on Earth and on the moon? | | Retain | OI | OI - 6 |
| 4.10 | 1 | [9/10] SE2.1 | E1-Science and Technology | Here are pictures of a ruler, a scale, and a thermometer. You want to learn about how tall plants grow when they are inside or outside. What could you use to measure how tall the plant grows? | | Retain | OI | OI - 1 |
| 4.10 | 2 | [9/10] SE2.1 | E1-Science and Technology | Here is a picture of eyeglasses, a magnifying glass, a camera, and a microscope. Which tool allows people to see cells? | | Old style graphics; item has 4 choice response items rather than the usual 3 | FTI    Add cousin item 4.102 | FTI - 2 |
| 4.10 | 3 | [9/10] SE2.1 | E1-Science and Technology | Here are pictures of solar panels, a wind farm, and a dam. Which could be used to capture renewable energy in a windy area? | | Retain | OI | OI - 3 |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 4.10 | 4 | [9/10] SE3.1 | E1-Science and Technology | Here are pictures of a lamp, a candle, and a flower. What was used for light before electricity was available? | | Retain | OI | OI - 4 |
| 4.10 | 5 | [9/10] SE3.1 | E1-Science and Technology | Weather can change every day. Climate is more stable. Here is a picture of the weather for the week and a picture of the weather for the month. Jon is trying to plan what to wear outside on Wednesday. Which of these pictures will help him decide?" | Bad match for the ExGLE. Develop two sets of items. | Feedback from standard setting panel of bad match for EXGLE | FTI    Add cousin item 4.105 | FTI - 5 |
| 4.10 | 6 | [9/10] SE3.1 | E1-Science and Technology | Here is a picture of a person pushing a rock, a tractor pushing a rock, and two people pushing a rock. What would be the best way to move this rock? | | Old style graphics used | FTI    Add cousin item 4.106 | FTI - 6 |